

***U.S. Department of Education***  
***2015 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [X] Magnet [ ] Choice

Name of Principal Ms. Katherine A Moloney

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name PS 100 The Coney Island School

(As it should appear in the official records)

School Mailing Address 2951 W 3rd Street

(If address is P.O. Box, also include street address.)

City Brooklyn State NY Zip Code+4 (9 digits total) 11224-3707

County Kings State School Code Number\* 21K100

Telephone 718-372-2760 Fax 718-372-2765

Web site/URL  
<http://schools.nyc.gov/schoolportals/21/K100/default.htm> E-mail kmolone@schools.nyc.gov

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Ms. Isabel DiMola E-mail: idimola@schools.nyc.gov  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School District 21 Tel. 718-648-0208

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Ms. Heather Fiorica  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 22 Elementary schools (includes K-8)
  - 6 Middle/Junior high schools
  - 10 High schools
  - 0 K-12 schools
- 38 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☒ Urban or large central city
  - ☐ Suburban with characteristics typical of an urban area
  - ☐ Suburban
  - ☐ Small city or town in a rural area
  - ☐ Rural
3. 11 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	16	20	36
K	60	61	121
1	64	68	132
2	74	52	126
3	40	58	98
4	58	53	111
5	54	55	109
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	366	367	733

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 4 % Asian
  - 4 % Black or African American
  - 6 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 85 % White
  - 1 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 8%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	32
(3) Total of all transferred students [sum of rows (1) and (2)]	57
(4) Total number of students in the school as of October 1	720
(5) Total transferred students in row (3) divided by total students in row (4)	0.079
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 12 %  
87 Total number ELL  
 Number of non-English languages represented: 9  
 Specify non-English languages: Russian, Spanish, Urdu, Polish, Albanian, Chinese, Georgian, Uzbek, Ukrainian
8. Students eligible for free/reduced-priced meals: 61 %  
 Total number students who qualify: 430

#### Information for Public Schools Only - Data Provided by the State

The state has reported that 61 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 8 %  
55 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>40</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	35
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	14
Paraprofessionals	18
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	94%	94%	95%	94%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: PS 100 is a school built on a tradition of academic excellence with a vision of enriching the educational experience of every child through enhancement of the arts, technology and self-expression. Our community of learners includes students, teacher, and parents who are committed to high standards. We value creativity and active participation from all community members to make PS 100 an exciting place to be. We strive to prepare our students to be responsible, caring citizens and contribute to our society.

## PART III – SUMMARY

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PS 100 was built in the heart of Coney Island in 1923-1924 in an era when it was fashionable to go to the Brighton Theatre or to have fun at Dreamland Park. It was a one-story building with the classrooms on street level. The neighborhood architecture consisted of converted summer bungalows, newly built apartment houses and two family homes. Eventually, large buildings were built all around the neighborhood and PS 100 became the zoned school for all.

PS 100 became a Magnet School in 2004 in order to increase the percentage of minority students. Our theme of Media Arts & Communication has helped us bring the Arts to all students in our school. We believe in developing the whole student through the variety of arts, technology, and media programs we offer to all our students. We continue to accept students through an application and lottery process yearly. Magnet Open Houses, school tours, meetings, and distribution of fliers are all used to recruit students from outside our zoned area and to continue to increase diversity in our school. Advertising is accomplished by reaching out to Community Based Organizations around the city.

Classes are heterogeneously mixed to maximize performance for below and above grade level students. Teachers provide differentiated instruction and use various strategies in order for our students meet the common core standards. Through data analysis we are able to identify specific needs of our students and use direct services such as Funded Reading, AIS, RTI, focused groups, and counseling by a bilingual guidance counselor. In addition, we offer targeted after-school programs in writing enrichment, remediation, vocabulary, phonics, and ELL instruction. In our ongoing efforts to have all of our students meet their full potential, we provide many programs for academic achievement and enrichment through in-school and after-school programs. Our goals are to support student growth with the support of differentiated instruction, the examination of relevant data, and designing curriculum to meet the needs of all students.

We employ many strategies and activities to develop strong character traits, citizenship and a sense of responsibility amount our students.

- One strategy we use is the Book-of-the-Month in which a book is selected to highlight a specific exemplary character trait. This book is read aloud to every class across all grades and then activities are completed around this topic.
- In addition, every month, students who show high academic effort as well as good citizenship, are recognized as a Student-of-the-Month. Their pictures are on display in the main hallway on a Plasma TV screen for all to see.
- “Respect for All Week” celebrated in February. Students and teachers promote respect for diversity and are engaged in meaningful lessons that focus on preventing bullying.
- Through our elected Student Council, we have giveback days that include fundraisers for people in need, visits to soup kitchens, animal shelters, and food and clothing drives.
- We also celebrate fun days such as Pajama Day and Sports Day to increase social interactions among all students and staff.
- The Assistant Principal and the Custodial Engineer have developed a Green Team to assist with recycling efforts in our school and community.
- An annual Science Fair is held during our spring Parent-Teacher Conference where students’ projects are displayed in our gym.
- There are groups of students who assist in monitoring the Pre-K and Kindergarten students when they enter the building, as well as at lunchtime.
- Our bilingual guidance counselor, school psychologist, social workers, and family assistants help newcomers feel welcome and comfortable in our building.
- We also have a Parent Coordinator who acts as liaison between parents and staff members.
- A new playground was built with the help of a parent led committee and the support of community leaders and our School Leadership Team. This helps our students develop physically and socially during gym and recess.

Through our efforts, we strongly believe that our students develop their full potential academically, emotionally, physically, socially and culturally.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

PPS 100 is a school that promotes high expectations where students take an active role in their learning with participation in critical evaluation of their work. In order to meet these expectations teachers collaboratively selected common core curriculum programs that offered differentiated instructional approaches. In 2009, our Principal went to Washington, D.C. for a Cahn Fellows program where she was introduced to the Common Core Standards which she brought back and unpacked with the staff before it was mandated citywide. P.S.100 uses an interdisciplinary approach to learning that is supported by all teachers including clusters in order to align academic disciplines to the CCSS. Each grade embeds the academic and personal behaviors relevant to career and college readiness including perseverance, organization, reflection, and determination into each unit of study.

#### **ELA**

School Leaders, in collaboration with teacher teams, determined that ReadyGen would best meet the needs of our diverse student population. This program is aligned with our philosophy of how students learn best by supporting students to develop a deep analysis of their reading leading to a formative presentation of their writing. Teacher teams meet weekly to analyze data and authentic student work in order to modify instructional practices to meet the needs of all learners. Foundational skills are built throughout direct instruction of print knowledge, alphabet and phonemic awareness, fluency, etc. For each task and writing assignment, students engage in peer- and self reflection activities to assess their own learning. This provides teachers with data used to make effective adjustments to meet student learning needs. Though not usually found in an elementary school, Socratic Circles have been introduced to deepen the understanding of complex ideas found in text through rigorous and thoughtful dialogue. This method allows for student led discussions which will develop their critical thinking, problem solving, speaking, and listening skills.

#### **Math**

In 2008, PS100 selected GoMath as their math program, implementing it initially in grades K-2 in anticipation of the common core standards. Two years later, it was expanded to grades 3-5. GoMath has multiple entry points for English Language Learners and Students with Disabilities. Through Teacher Team meetings, student progress is tracked and instructional practices are revised with additional resources incorporated, as needed. It is our expectation that all students can achieve math mastery. Every teacher uses SMART Board technology provided with this program, including Curious George and Carmen San Diego.

#### **Social Studies**

The social studies curriculum is aligned with the New York State Scope and Sequence. P.S.100 believes in a thematic approach to learning, therefore we weave Social Studies with the ELA curriculum. Through the collaboration of teachers, Social Studies comes alive with the planning and preparation of class trips. For example, while reading Charlotte's Web and On the Farm the Second Grade then visits Green Meadow Farm to compare farm life with city life. Fourth and Fifth Grade students visit Fort Hamilton Army Base to gain an appreciation of what life in Brooklyn was like during the American Revolution.

#### **Science**

We believe in a combination of understanding informational text and scientific vocabulary with a hands-on approach to science. We use the Harcourt Science Program which includes science literacy and inquiry. This philosophy is shared across all grades. All students participate in our school wide science fair. Projects include research based reports and documentation of inquiry based experiments. Science is taught through classroom teachers and a dedicated science teacher. Each year we use our community as a resource to explore scientific concepts such as ecology through beach combing and visits to the New York Aquarium. Students also learn about botany at the Brooklyn Botanical Gardens and apply what they learn by planting on school grounds. We are developing global citizens with a conscience towards conservation of our planet.

#### **Pre-K**

P.S.100 has two full day Pre-Kindergarten classes. The development of oral language ability and emergent



literacy skills is imperative to the transition into elementary school grades. The Pre-K curriculum at P.S. 100 follows the CCSS for ELA and Math as well as five developmental domains that address social, emotional, and physical development. The Pre-Kindergarten incorporates aspects of their curriculum into the arts and technology. Pre-K teachers meet with Kindergarten and ESL Teachers in order to review and revise the curriculum. This ensures students leave Pre K with the foundational skills needed to close the curriculum gap and ensure student success.

PS 100 is a school built on a tradition of academic excellence with a vision of enriching the educational experience of every child through enhancement of the arts, technology and self-expression. PS 100 The Coney Island School is a high performing elementary school with 731 students in grades Pre-K to 5. Media, art, and technology are at the forefront of all of our students' education. PS 100 is located between Brighton Beach and Coney Island in Brooklyn, NY. The population includes White, African-American, Hispanic, and many immigrants from Russia and Central Asian nations. Three hundred eighty-five students have been identified as having a home language other than English and 88 of these students (about 12% of the student population) are English Language Learners (ELL). Special education students account for about 8% of the population.

## **2. Other Curriculum Areas:**

PS 100's philosophy on teaching the whole child is best shown in our expanded curriculum cluster offerings. In our school, we have full time cluster teachers in dance, music, physical education, science, library and media (photography/art/technology). Cluster teachers collaborate with classroom teachers to align their activities with reading, writing, and math.

Through our Media Arts & Communication Magnet theme, we bring media, the arts, and technology to all children in a variety of ways. We use the arts to build community among our school and neighborhood. We offer many opportunities for our students to explore their talents to build self and social confidence. We achieve this through class trips to arts programs, class plays, spectacular musicals, dance performances, and art exhibitions. Our theater and dance programs target acting, the use of body language, space, and voice for communicating ideas and feelings. We incorporate literacy, singing, dancing, and art into our theater arts program which is on display during our weekly assembly presentations and is open to parents and students. Our music and dance teachers attend citywide DOE workshops which provide them with the tools they need to incorporate the Common Core Standards into their curriculum.

Our performing arts celebrations include a Winter Concert that features our Chorus, Dance Groups, and Recorder Groups. The 5th graders present a modified Broadway show at the end of the year through collaboration with the classroom, dance, and music teachers. In the spring, we host our annual "Celebration of the Arts" showcasing talents from all grades and classes. Our chorus and dance group partner with JASA, a local senior citizen organization. Our 4th graders participate in a Ballroom Dance residency, culminates in an exhibition for students and parents and a competition with other schools in this program.

Through our Magnet Program we publish a student driven newspaper, The Centurion, now in its tenth year. This helps students with their non-fiction writing and editing skills. They also learn interviewing skills used to write and publish their articles. All fifth graders participate in our newspaper program.

In media, students learn keyboarding skills, basics of digital photography including uploading and editing pictures, PowerPoint, and Excel.

To support our instructional goals, we participate in an affiliation with the Brooklyn and NY Public Libraries to provide teachers with additional classroom resources. As one of the few elementary schools in the city with a licensed Library teacher, we were eligible for a grant to provide these services and automate our collection.

In physical education, students in all grades learn health and nutrition, as well as the importance of daily physical activity and teamwork. Fitnessgrams are performed on all students in grades 4 and 5 to assess

cardiovascular endurance, muscular strength, and flexibility. A formal report is distributed to the parents at the end of the year.

Our science cluster teacher is participating in the Budding Scientist Urban Ecosystem Program sponsored by STEM Matters and the NYCDOE. This program emphasizes science inquiry and literacy through hands-on investigations and reading and writing in the content areas.

All our cluster teachers are involved in a wide variety of activities that promote leadership and professional learning among our entire school community.

### **3. Instructional Methods and Interventions:**

PS 100 meets the diverse and individual needs of students and achieves instructional goals, by looking at baseline assessments as a universal screening to make instructional decisions. ESL instruction is aligned to grade level content area curriculum maps. Teachers provide experiences and opportunities for students to engage in conversations pertaining to lessons. Teachers provide strategies for reading comprehension using ESL methodologies. English Language Learners as well as the Special Education students are supported with weekly lessons that scaffold comprehension instruction and vocabulary development. Lessons include social and academic language using pictures, tactile objects, visual cues and audio support. Students in Kindergarten through Fifth Grade, including our Special Education students and new comers to the United States, receive support with phonological awareness and grammar skills to enhance their academic performance to meet all Common Core Standards. iPads in the classrooms has become extremely helpful in supporting students using translation and dictionary applications. SmartBoards are utilized to increase academic support and engagement.

To increase academic gains, students are paired with peer tutors. Instructional objectives for all students are constantly changing due to the progression of acquiring academic knowledge. All lessons are differentiated based on students' data. The Classroom Teachers, ESL Teachers, Special Education Teachers and support staff meet weekly to plan strategies to best meet the needs of the students.

Our Reading Intervention Specialist works with at risk students. Lessons include small group instruction designed to improve reading skills. Students learn to preview text, activate background knowledge and are introduced to new vocabulary.

At PS 100 we have a Title III Supplemental Program for our English Language Learners. It is an after school program that provides instruction and reinforcement of grade goals. In reviewing data we noticed that our ELL's are in need of improving their decoding and encoding skills. This year this program will support the students in the second grade to increase understanding of phonemic awareness and vocabulary skills. This explicit instruction assists in improving reading comprehension. In the upper grades, we have a Grammar and Writing Program to have students learn how to dissect questions and assist with reading directions.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

PS 100 has participated in all NYS assessments for the past five years. These assessments are based on a 4 level scoring criteria.

PS 100 always sets high standards. NYS assessment results are reviewed yearly. Clear expectations and goals are developed for the year to improve school performance. From 2010 to 2012, school scores rose 4.9% to 72% of students reading on or above grade level on the NYS ELA assessment. Math scores rose 5.3% to 83.8% of students on or above grade level.

With the advent of NYS Common Core State Assessment in 2013, PS 100 scores dropped in 2013. However, PS 100 still scored 21.1% higher than the State average in ELA and 23.5% higher than the State average in Math. Subgroups scored higher than the NYS average. In ELA students with disabilities scored 19.1% higher than the State average while ELL students scored 9.3% higher than the NYS average. On the 2013 Math assessment, students with disabilities scored 14.6% higher than the State average while ELL students scored 12.9% higher than the NYS average.

Based on the 2013 data, PS 100 has made changes to the curriculum and teaching approaches. The school has articulated school goals and developed curriculum which supports academic rigor and high expectations. PS 100 has seen school performance rise on the NYS Assessments in 2014. PS 100 showed a 9.5% increase in scores on the NYS ELA Common Core Assessment and a 12.2% increase in scores on the NYS Math Assessment.

Though PS 100 has shown improvement for all students, more work needs to be done in order to bring up the scores of our subgroups. Although our subgroups have small populations, Classroom teachers and School Support Personnel are working to improve their scores by infusing curriculum maps academic vocabulary and differentiating and scaffolding lessons. Inquiry Teams are working to find strategies to best serve our subgroup populations.

PS 100 is also proud that we have always meet NYS Adequate Yearly Progress and is a NYS Reward School.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

PS 100 uses various assessments to analyze student outcomes in order to best meet the needs of all students. All teachers use standardized test results, unit tests, task assessments, formative and summative tests to evaluate student learning. All student data collected is used for planning lessons, including remediation and enrichment. At the beginning of the year, the Inquiry Teams evaluate a wide range of data sources including: NYS ELA and Math Tests, Fountas and Pinnell, baseline performance assessments, NYSESLAT and NYSITELL.

Teachers use Common Core aligned rubrics to assess student learning. These rubrics allow teachers to plan for differentiation and scaffolding based on student needs. In addition, each lesson contains “in the moment” assessments so that teachers can effectively set up flexible grouping as the lesson proceeds. Exit tickets allow teachers to assess their student's understanding of the lesson.

Students engage in self and peer assessment using checklists to guide their work. Students discuss their work and next steps during teacher conferences and with their peers.

The grading policy is distributed to the whole school community so staff, parents and students have an understanding of how student learning will be assessed. Report Card grades are generated three times a year and reflect summative grades. These grades give parents an accurate evaluation of their child's understanding of the Common Core State Standards. A Mid-Year Progress Report communicates to parents how their child is meeting the school's expectations. After the report is distributed, teachers and parents meet to plan for the student's continued academic success.

## Part VI School Support

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### 1. School Climate/Culture

Our school climate fosters a positive environment which enables students to develop their academic strengths and nurture their emotional and social growth. Students feel secure knowing that they have the support of the school community. Our motto is, “PS 100, Where Every Child Has a Voice”. This motto is visible in the opportunities for children to be active participants in our school community. Students in the fifth grade are monitors for Pre-K and Kindergarten students during class line-up and lunch periods, serve as Principal Monitors, and as morning announcers. These roles give them a sense of responsibility and ownership of the school.

PS 100 has a full time bilingual guidance counselor (which is unusual to an elementary school) who works with mandated IEP students as well as any student who seeks assistance in dealing with conflicts and personal issues. Each of the Administrators made a commitment to work with a group of children on a regular basis who need a positive influence. This commitment has spread to other staff members including our Custodial Engineer, teachers and others.

Each year, we participate in a “Respect For All” week, a NYC Department of Education incentive to promote tolerance and positive behaviors. This year our theme for “Respect For All” week is SuperHeroes. All staff including Kitchen staff, Custodians, teachers and Administrators are recognized as Super Heroes in the building who are there to protect and watch out for all. SuperHero Tee shirts were provided to all staff to encourage students seek help from a trusted adult when needed.

Every effort is made to have a collaborative school environment for teachers. There are many staff teams: Professional Development Team has input in designing and presenting PDs, an Instructional Team sets and evaluates instructional goals, the School Leadership Team oversees school policies with the collaboration of teachers, parents and paraprofessionals; and grade and vertical teams look at data, curriculum and student work. Teachers are encouraged to attend workshops, take advance classes and may shadow the principal, if their interests are leading into an Administrative role. The principal participated in the Cahn Fellows Program at Columbia University. Participation extended to additional staff members, one of whom was an ally and others who attend the closing symposium each year.

There are many morale building efforts in the school community. Our School Social Committee arranges holiday dinners, celebratory breakfasts and expressions of condolence. Most recently, the actions of the staff in helping a young teacher who was out with cancer surgery best exemplifies our sense of community. Staff donated 60 days to her sick bank from their own sick leave and ran many fundraisers to contribute to her daughter’s day care tuition costs. Our Principal starts the school year with a “Welcome Back Kit” of items that represent school’s goals in a fun and memorable way. During the year, staff birthdays are remembered with cards and holidays are recognized with treats left on mailboxes. Winter Holidays are celebrated as a group with a staff breakfast. We also make donations as a staff to children’s charities during the holiday season. Our staff and students are committed to helping others.

### 2. Engaging Families and Community

Families are highly valued members of our school community. Families have access to monthly workshops. Topics include: understanding the Common Core Learning Standards, college and career readiness skills and specific strategies to engage learners with special needs. Parents are invited to meet monthly at a casual Breakfast with the Principal where any topic of their choice is discussed. Following the Breakfast, the group has an opportunity to visit classrooms.

The school also has a Parent Welcome Center where parents can meet with school staff and find school related materials. The school website allows parents and students to be updated with daily assignments, school events, links and direct communication through email. Teachers use Classroom Dojo, a behavior modification program, which sends reports to parents and serves as a method of communication. After

dismissal on Tuesdays, time has been allocated for teacher-parent communication, which may include meetings or telephone calls.

The school newspaper, The Centurion, is published three times a year by our fourth and fifth grade students. It is distributed to all families.

Parents are invited to attend weekly assembly presentations that spotlight our theater arts programs. All grades and classes participate. Our annual end of year Celebration of the Arts highlights students' artistic and academic talents. Parents enjoy a wide variety of arts: dance, chorus, and visual creations. Fifth grade students work collaboratively with our Dance and Music Teachers on a yearlong project which culminates in an evening performance.

The Parent Teacher Association works closely with school leaders to organize presentations and fundraisers to benefit our school. With these funds we purchased seven iPads which are used for instructional purposes. We also purchased audio equipment and classroom supplies.

The Student Council organizes many fund raisers that benefit the community including food drives, Penny Harvest, clothing drives, and monthly charity events. Student Council visits the Veteran's Hospital to deliver student made cards thanking the veterans for their service. The school community collects food and pet supplies for the Brooklyn Animal Rescue Center (BARC) as well as assisting with their pet adoption days.

PS 100 works closely with several community based organizations. Our students bring our school shows, chorus and dance team to JASA, a local senior citizens organization senior center. The Kings Bay Y uses our building to provide a safe environment for students after school.

### **3. Professional Development**

Professional Development is driven by collaboration and data analysis and is aligned to Common Core Standards to enhance school improvement. There is a Professional Development Team which surveys colleagues for interests and needs. A staff questionnaire is distributed in the fall. The Principal has conversations with every teacher to determine their own professional goals. Staff may be recommended to attend specific PD sessions based on needs or interest. Administrators share general, non-confidential information on the results of observations and areas of strengths and needs. These standardized teacher observations, based on the Danielson Model of Effective Teaching, help improve teacher practice. Survey responses and teacher needs are included in our quarterly Professional Development calendar.

Teachers have the opportunity to share their best practices. Teachers will also visit other schools to be exposed to new trends in instruction and bring these strategies back into their classrooms and collegial discussions. Teachers are invited to post on a Best Practices Calendar, a strategy they have had success with, with an open invitation to Staff for a visit to their classroom, the next time the strategy is implemented.

Our staff attends Network offerings including Math, ELA, Social Studies and Science study groups, ELL and Special Education workshops and data specialist meetings. Teachers who attend out-of-school Professional Development sessions, those sponsored by our Network, UFT, or Department of Education, are asked to turnkey for others. Assistant Principals attend monthly Network meetings. The Principal attends both Network and District Superintendent meetings and reports back to staff and parents. Teachers will also visit other schools to be exposed to new trends in instruction and bring these strategies back into their classrooms and collegial discussions.

### **4. School Leadership**

The philosophy of our school is to encourage a community of learners, to include teachers, students and parents. This enables us to be pro-active in the constantly evolving education field. School Structure is

based on a collaborative, sharing of responsibilities and a flow of communication. If our school motto is 'Where every Child has a Voice', the school philosophy encompasses this to include all participants in having a voice in the school.

The philosophy of developing a community of life-long learners begins with the principal. Each year, the principal takes on a professional development goal which is devoted to promoting staff growth and student achievement. The principal was a Cahn Fellow at Columbia University serving on the 2010 Cohort. This experience leads to an advance understanding of Common Core Standards which was brought back to the school for early implementation. This past summer, the principal participated in workshops in Socratic Circles. Socratic Circles is a practice to develop student engagement and deep questioning. It was introduced to the 4th and 5th Grade teachers for implementation in their classes and were supported with inter visitations to a local Intermediate School where this strategy has been in practice. We are one of the few elementary schools to conduct these circles and have already seen student and teacher involvement and enthusiasm. There had been noticeable teacher growth during our observations of these sessions. All teachers are encouraged to participate in workshops of their choice and turnkey to staff.

Our school structure emphasizes the participation and value of each member. After participation in class morning line-up, members of the Cabinet meet every Monday to discuss the school calendar including special events, testing needs and schedules, workshops and meetings. All activities that are scheduled for the week as well as planning short term goals are discussed at this time. The Cabinet is comprised of the principal, the assistant principals for upper and lower grades, the testing coordinator and the school secretary who maintains the main school calendar. During the day, the principal will meet with representatives of the various school constituencies: PTA, Chapter Chair of the United Federation of Teachers (UFT) to have open and transparent conversations on concerns, issues and plans for the month. Our School Leadership Team meets monthly to discuss budget and school policies. Administrators meet with Grade Leaders regularly to discuss specific grade interests. The principal has planning sessions with the Parent Coordinator regarding workshops to be offered to parents, and also meets regularly with the custodial engineer to discuss any repairs, visits, or concerns on the management of the facility. Information flows from each constituency leader through the principal, who then communicates information to the entire community.

Our school success is attributed to open communication and a sense of shared responsibility throughout.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>NYS Math Assessment</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	May
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	34	58	85	88	68
NYS Level 4	31	23	30	32	41
Number of students tested	107	120	94	123	118
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	59	51	82	78	68
NYS Level 4	32	22	29	20	41
Number of students tested	63	79	62	69	118
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above	33	20	57	56	29
NYS Level 4	13	10	14	12	12
Number of students tested	15	10	7	25	17
<b>3. English Language Learner Students</b>					
NYS Level 3 and above	67	43	60	56	29
NYS Level 4	33	14	0	0	6
Number of students tested	6	7	5	9	17
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	37	20	67	57	0
NYS Level 4	13	0	11	14	0
Number of students tested	8	5	9	14	5
<b>5. African- American Students</b>					
NYS Level 3 and above	37	0	50	0	25
NYS Level 4	13	0	0	0	0
Number of students tested	8	6	4	11	8
<b>6. Asian Students</b>					
NYS Level 3 and above	71	75	100	0	0
NYS Level 4	29	0	0	0	0
Number of students tested	7	4	1	4	2

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above	0	0	0	0	0
NYS Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above	0	0	0	0	0
NYS Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
NYS Level 3 and above	69	63	88	37	70
NYS Level 4	35	26	32	95	45
Number of students tested	81	104	80	94	103
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above	67	100	0	0	0
NYS Level 4	33	0	0	0	0
Number of students tested	3	1	0	0	0
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:**



# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>NYS Math Assessment</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	May
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	62	69	88	73	79
NYS Level 4	38	39	54	33	40
Number of students tested	120	104	123	118	101
Percent of total students tested	99	100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	55	65	83	62	79
NYS Level 4	37	39	47	20	40
Number of students tested	82	69	78	61	101
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above	27	29	57	40	29
NYS Level 4	18	0	22	5	7
Number of students tested	11	7	23	20	14
<b>3. English Language Learner Students</b>					
NYS Level 3 and above	50	33	63	13	41
NYS Level 4	33	0	13	7	6
Number of students tested	6	6	8	15	17
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	14	33	62	0	50
NYS Level 4	0	0	3	0	17
Number of students tested	7	10	13	4	6
<b>5. African- American Students</b>					
NYS Level 3 and above	0	40	67	38	43
NYS Level 4	0	0	22	25	29
Number of students tested	4	5	9	8	7
<b>6. Asian Students</b>					
NYS Level 3 and above	50	33	75	0	0
NYS Level 4	25	0	50	0	0
Number of students tested	4	3	4	1	5
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above	0	0	0	0	0
NYS Level 4	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above	0	0	0	0	0
NYS Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
NYS Level 3 and above	67	78	94	77	84
NYS Level 4	42	48	62	36	44
Number of students tested	104	86	97	104	82
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above	100	0	0	0	0
NYS Level 4	0	0	0	0	0
Number of students tested	1	0	0	1	1
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>NYS Math Assessment</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	May
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	75	38	79	87	90
NYS Level 4	33	11	40	33	48
Number of students tested	100	116	117	104	102
Percent of total students tested	100	97	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	73	24	65	83	90
NYS Level 4	31	7	27	25	48
Number of students tested	62	77	60	60	102
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above	27	11	76	55	60
NYS Level 4	18	0	12	0	20
Number of students tested	11	18	17	11	15
<b>3. English Language Learner Students</b>					
NYS Level 3 and above	71	0	64	54	50
NYS Level 4	29	0	29	0	33
Number of students tested	7	9	14	13	6
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	63	0	75	60	63
NYS Level 4	13	0	50	20	13
Number of students tested	8	9	4	5	8
<b>5. African- American Students</b>					
NYS Level 3 and above	40	0	33	50	0
NYS Level 4	20	0	0	33	0
Number of students tested	5	8	6	6	4
<b>6. Asian Students</b>					
NYS Level 3 and above	0	0	100	80	0
NYS Level 4	66	1	100	0	0
Number of students tested	3	5	1	5	6
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above	0	0	0	0	0
NYS Level 4	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above	0	0	0	0	0
NYS Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
NYS Level 3 and above	79	46	82	91	95
NYS Level 4	35	12	41	35	54
Number of students tested	84	94	105	88	84
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above	0	0	0	0	0
NYS Level 4	0	0	0	0	0
Number of students tested	0	0	1	0	0
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>NYS Reading/ELA</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	65	55	72	72	67
NYS Level 4	16	12	14	4	17
Number of students tested	105	119	93	123	117
Percent of total students tested	97	99	99	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	59	46	75	59	67
NYS Level 4	13	13	13	3	17
Number of students tested	67	78	61	69	117
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above	25	30	57	32	35
NYS Level 4	0	0	0	0	0
Number of students tested	16	10	7	25	17
<b>3. English Language Learner Students</b>					
NYS Level 3 and above	0	16	50	33	73
NYS Level 4	0	0	0	0	20
Number of students tested	4	6	4	9	16
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	50	20	78	36	0
NYS Level 4	13	0	0	0	0
Number of students tested	8	5	9	14	5
<b>5. African- American Students</b>					
NYS Level 3 and above	25	0	75	75	50
NYS Level 4	13	0	0	0	0
Number of students tested	8	6	4	4	8
<b>6. Asian Students</b>					
NYS Level 3 and above	57	50	100	50	0
NYS Level 4	0	0	0	0	0
Number of students tested	7	4	1	4	2
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above	0	0	0	0	0
NYS Level 4	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above	0	0	0	0	0
NYS Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
NYS Level 3 and above	71	60	71	5	70
NYS Level 4	18	14	16	81	19
Number of students tested	79	103	79	94	102
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above	67	0	0	0	0
NYS Level 4	33	0	0	0	0
Number of students tested	3	1	0	0	0
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>NYS Reading/ELA</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	60	58	22	60	66
NYS Level 4	22	22	14	0	4
Number of students tested	118	101	121	115	98
Percent of total students tested	98	98	97	98	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	56	55	93	44	66
NYS Level 4	18	18	24	2	4
Number of students tested	80	67	45	59	98
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above	36	29	30	20	29
NYS Level 4	18	0	4	0	0
Number of students tested	11	7	23	20	14
<b>3. English Language Learner Students</b>					
NYS Level 3 and above	25	33	0	8	36
NYS Level 4	0	0	0	0	0
Number of students tested	4	3	6	12	14
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	25	30	54	25	50
NYS Level 4	0	0	0	0	0
Number of students tested	7	10	13	4	6
<b>5. African- American Students</b>					
NYS Level 3 and above	25	40	100	63	57
NYS Level 4	0	0	0	0	0
Number of students tested	4	5	9	8	7
<b>6. Asian Students</b>					
NYS Level 3 and above	50	0	75	100	100
NYS Level 4	25	0	25	0	0
Number of students tested	4	1	4	1	5
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above	0	0	0	0	0
NYS Level 4	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above	0	0	0	0	0
NYS Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
NYS Level 3 and above	66	64	86	61	66
NYS Level 4	25	26	17	3	5
Number of students tested	102	85	95	102	80
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above	0	0	0	0	0
NYS Level 4	0	0	0	0	0
Number of students tested	1	0	0	0	0
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:**



# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>NYS Reading/ELA</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	59	44	66	77	71
NYS Level 4	17	16	8	6	25
Number of students tested	98	114	116	103	102
Percent of total students tested	97	96	98	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	58	35	58	73	71
NYS Level 4	20	9	2	3	25
Number of students tested	60	76	60	60	102
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above	0	17	29	27	33
NYS Level 4	0	0	0	0	0
Number of students tested	11	18	17	11	15
<b>3. English Language Learner Students</b>					
NYS Level 3 and above	0	0	15	25	17
NYS Level 4	0	0	0	0	0
Number of students tested	4	7	13	12	6
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	38	22	75	60	38
NYS Level 4	8	0	0	0	13
Number of students tested	8	9	4	5	8
<b>5. African- American Students</b>					
NYS Level 3 and above	60	0	33	83	0
NYS Level 4	0	0	0	0	0
Number of students tested	5	8	6	6	4
<b>6. Asian Students</b>					
NYS Level 3 and above	50	25	100	60	0
NYS Level 4	0	25	0	20	0
Number of students tested	2	4	1	5	6
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above	0	0	0	0	0
NYS Level 4	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above	0	0	0	0	0
NYS Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
NYS Level 3 and above	61	51	68	78	75
NYS Level 4	20	18	8	6	29
Number of students tested	83	93	104	87	84
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above	0	0	0	0	0
NYS Level 4	0	0	0	0	0
Number of students tested	0	0	1	0	0
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:**